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ABSTRACT

The document consists of two sections. The first is a seven-page audit report which sought to establish whether the project evaluators' methods, data, and conclusions were valid. The overall design of the evaluation was found to be adequate for documenting progress toward the objectives, and the format was well-chosen. However, the auditors felt that the lack of data, lack of objectivity in summary statements, imprecision of language, typographical errors, and questionable grammar detract from the usefulness of the evaluation. The second part of the document is the 43-page evaluation performed by the University of Montana's Division of Educational Research and Services. Evaluative criteria were: to measure the effectiveness of project materials organized and used to expose students to career awareness in agriculture related occupations, measure the effectiveness of training programs to meet individual student needs, evaluative the functionality of placement services provided in each participating school, and determine if the vocational guidance programs are strengthened by the project's methods. The project was determined to have met its objectives satisfactorily in most instances. (Author/AG)

ED 089120

VOLUME III OF III

Project No. 72-07-0099-00-80-0487

Grant No. OEG-0-72-0924

RESEARCH AND DEVELOPMENT PROJECT

IN CAREER EDUCATION

Volume III contains:

Career Education - A Partnership. A 1973 Evaluation Report on the Agricultural Research and Program Development Project, Great Falls

Audit Report - Dr. Bob Lehman, Director, Research, Planning, Development and Evaluation component, Office of the Superintendent of Public Instruction, Helena

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CE001 176

August 1973

AUDIT REPORT ON THE EVALUATION OF AGRICULTURAL RESEARCH AND PROGRAM DEVELOPMENT PROJECT

The University of Montana, Division of Educational Research and Services, was contracted to conduct the evaluation for the Agricultural Research and Program Development Project (also known as the "Career Awareness Project"). The Research, Planning, Development and Evaluation Component within the Office of the Superintendent of Public Instruction was designated as auditor for the evaluation.

The functions of the auditors were to review the appropriateness of the evaluation design in relation to project objectives and information needs, determine whether the design was implemented, review the data collection methods used by the evaluators, validate the conclusions reached by the evaluators, and comment on other general characteristics of the evaluation report.

In no sense should the auditors' conclusions be construed as another evaluation of the project itself; specifically, the auditors' judgments about the evaluators' findings cannot be interpreted as proof that individual project objectives either were or were not, in fact, achieved. The auditors sought to establish whether the evaluators' methods, data and conclusions were valid.

I. Objectives of the project.

The general purposes of the Career Awareness Project were:

1) to establish programs founded on research of Manpower and students' needs in Montana. Concentrating mostly in the Agricultural related areas.

2) provide students with accurate information regarding these needs.

3) to provide training and placement to fill those needs.

The project objectives as stated in the evaluation report were:

1) to collect and organize the survey and current research data into usable materials for career awareness of students in grades 10 through 14.
2) to expose students to careers with emphasis on agricultural-related occupations.
3) to develop techniques of presenting career awareness materials in the participating schools.
4) to develop materials to enhance the career awareness of students.
5) to develop training programs to meet student training needs on the secondary and post-secondary levels.
6) to provide a placement service in each participating school. This service will encompass the following responsibliities under the direction of the Career Awareness Coordinator:
    a) develop and maintain a list of available entry-level jobs,
    b) develop and maintain a list of vocational education opportunities in the Armed Forces,

c) develop and maintain a list of all post-secondary vocational education offerings in Montana and the surrounding region,
d) develop and maintain a list of all baccalaureate degree programs in Montana and the surrounding region,
e) establish and maintain a placement office at each school by working with the local school counselor to:

1) provide students with current employment opportunities on a local, state, and regional basis;
2) provide students with employment trends in fifteen occupational clusters on a state, regional, and national basis; and
3) provide continuous placement services for each student upon termination of his formalized educational program through the guidance office.

7) To help local schools strengthen their vocational guidance programs by:
a) in-service training for faculty members,
b) establishing referral sources,
c) expanding and maintaining occupational libraries, and
d) making arrangements for touring businesses and industries.

II. Overall review of the evaluation design.

Except for vagueness in the wording that describes it, the overall design of the evaluation was adequate for documenting progress toward the objectives. (See III below, points 1-4, for verbatim statements of the design phases.)

The staff of the Career Awareness Project phrased these specific questions to be answered by the evaluation:

a. Are the Career Awareness materials assembled usable by the students?
b. Are the placement programs adequate?
c. Are the Occupational libraries better equipped?
d. Are the techniques used in presenting the materials adequate?
e. Was research material used valid?
f. Was inservice training adequate?
g. Was equipment used adequately?
h. Was the guidance program in the school strengthened?
i. Was student interest stimulated?
j. Are students more interested in finding employment in the agricultural field?

The design described by the evaluators was adequate to provide answers to most of these questions.

III. Review of the evaluation report.

In their evaluation report (Career Education - A Partnership) the evaluators have organized their findings around the seven project objectives. This is a commendable format; project personnel can easily find the pages appropriate to each objective.

This section contains the auditors comments on that report in three parts. Part A is organized around the four evaluative criteria set by the evaluation in their design. Part B contains the auditors' questions about findings on each objective separately. Part C consists of general comments on the report. Remarks concerning the implementation of the design, the validity of data handling and the validity of conclusions necessarily appear throughout this section.

A. Evaluative criteria.

The statements in quotes after numbers 1-4 are the design criteria set by the evaluators.

1. "Measure the effectiveness of project materials organized and used to expose students to career awareness in agricultural-related occupations."

Project objectives #1 and #4 were apparently the intended focus for activity in this part of the evaluation. The report substantiates achievement of those objectives insofar as the collection, organization and development of materials was concerned. Whether these materials were, in the words of the objectives, "usable" or did in fact "enhance" the career awareness of students has not been reported by the evaluators. Nor has any attempt to measure these qualities been reported. The single reference to this design criterion occurs in a sentence on p. 12:

"The vast collection of materials and media treated under objectives 1 and 2, either developed or purchased, has enhanced the career awareness of students."

No data of any kind is supplied to indicate the basis for that judgment.

2. "Measure the effectiveness of training programs to meet individual student needs."

This was not done.

The evaluators report on a "Youth Career Conference" as the sole project activity under the fifth project objective ("To develop training programs to meet student training needs on the secondary and post-secondary levels"). From the description provided in the report, it is apparent that this conference was intended to <u>inform</u> students, not to train them.

Since no other training activities are reported, it is understandable why this part of the design was not implemented.

What is less understandable, however, is the evaluators' conclusion that the "Degree to which (this) objective was met" was "well done." Either there was no objective basis for reaching this conclusion, or such objective data was not included in the report.

3. "Evaluate the functionality of the placement services provided in each participating school."

This phase of the evaluation design seems to relate directly to the sixth project objective. Achievement of parts (a), (b), (c) and (d) of that objective are documented by the evaluators, with this possible exception: the existence of VIEW microfilm cards in a school does not provide a "list of <u>available</u> entry-level jobs." (Emphasis ours.)

Part (e) of objective #6 was not accomplished, as the evaluators indicate. Their conclusion, however, that "this objective could be expected to be fully accomplished with more time expended" lacks any basis in the reported facts.

If to "evaluate the functionality of the placement services" means to assess how well those services functioned, then this was not reported.

4. "Determine if the vocational guidance program in each participating school are strengthened by the project's goals of providing:

    a. inservice training of faculty members,
    b. using referral sources,
    c. expanding and maintaining occupational libraries, and
    d. making arrangements for touring business and industry."

The evaluators have documented some project activities leading toward achievement of objective #7, which is directly related to this section of the evaluation design.

In this instance, though, the evaluators make no mention of whether those activities helped strengthen vocational guidance programs in the schools. (See comments under objective 7, part B, below.)

5. The information needs described in the questions stipulated by project personnel (see section II above) were not specifically met. Some of the data reported might apply to questions (c) and (f). The others remain unanswered.

6. The major users of the project materials--the students-- had very little input in evaluating the success of the project.

B. Progress toward project objectives.

In addition to earlier remarks concerning the evaluators' conclusions about specific objectives, the auditors offer the following concerns and questions.

OBJECTIVE 1 To collect and organize the survey and current research data into usable materials for career awareness of students in grades 10 through 14.

A list of the materials collected does not aid in evaluating the usefulness of the materials.

Were they usable?
Which were the most effective?
What did the students think of the materials?

The main discernible intent of the concluding statement (p.5) that "the counselor's evaluation of these materials (page 34) suggests wide use of materials and a definite impetus to the overall education program" is misleading. The counselors' comments on page 34 are equivocal.

OBJECTIVE 2 To expose students to careers with emphasis on agricultural-related occupations.

Were the students aware of agricultural-related occupations?
Was the research material used valid?
Again, what were the students' reactions?

The entire evaluation discussion under objective #5 would be more pertinent here.

OBJECTIVE 3 To develop techniques of presenting career awareness materials in the participating schools.

What techniques were used?
Were they adequate?

OBJECTIVE 4 To develop materials to enhance the career awareness of students.

Was student interest and awareness stimulated?
Are students now more interested in finding employment in the agricultural field?

OBJECTIVE 5 To develop training programs to meet student training needs on the secondary and post-secondary levels.

More data was available here than was for most objectives; however, the information gathered from the Youth Career Conference could have been only the beginning in developing a training program.

OBJECTIVE 6 To provide a placement service in each participating school.

Were the placement programs adequate as reviewed by the students?
Are the occupational libraries better equipped as a result of project activities?
Is current information now available?

OBJECTIVE 7 Help local schools strengthen their vocational guidance programs.

Were the guidance programs in the schools strengthened?

The "inservice" workshop described in the report was intended to acquaint vocational teachers and counselors with the project. This probably was not an activity intended to "strengthen" local vocational guidance programs, but even so it was the primary basis for the evaluators' conclusions on this objective.

C. General comments.

1. The process by which the evaluators judged the "degree to which (each) objective was met" is not explained. As pointed out previously, some of those judgments can be seriously questioned, even in light of the evaluators' own data.

   The scale used to judge the objectives is vague. The reader has no basis for distinguishing between "well done" and "satisfactorily done," or between "poorly done" and "unsatisfactorily done."

2. Many of the statements in the summary section lack objectivity, substantiating data, or both. However, the summary does raise important questions in its second paragraph. The auditors believe these items deserved full treatment in the body of the evaluation, as we have previously alluded.

3. Imprecision characterizes the langauge in the report. Both incomprehensibility and possible misunderstandings have resulted in some cases. Examples:

p. i. "The Great Falls "Career Awareness Project" under the direction of Mr. Jack Scott had an impressive amount of project objectives, most of which seemed to have been met substantially during the term of the project." (Emphasis ours.)

p. 3. "It should be noted here that although the scope of the project was grades 10-14, most of the concentration by necessity had to deal with grades 10-12 in participating schools." (Emphasis ours.)

p. 4. "Evaluate the functionality of placement services..."

p. 5. "These items represent a milestone in the depth and scope of student exposure to career education."

p. 13. "As a concerted effort into a training program for secondary students relative to career awareness, a Youth Career Conference for high school students and parents was developed."

p. 25. "In addition a VIEW Index Manual provided data on the Dictionary of Occupational Titles which occupations incorporated into a classification structure in which the individual occupations are identified by a six digit number." (Emphasis ours.)

p. 26. "While the actual establishment and maintenance of a placement office at each school was not, in the main, a separate entity, the counseling office in the project schools provided placement services at varying levels."

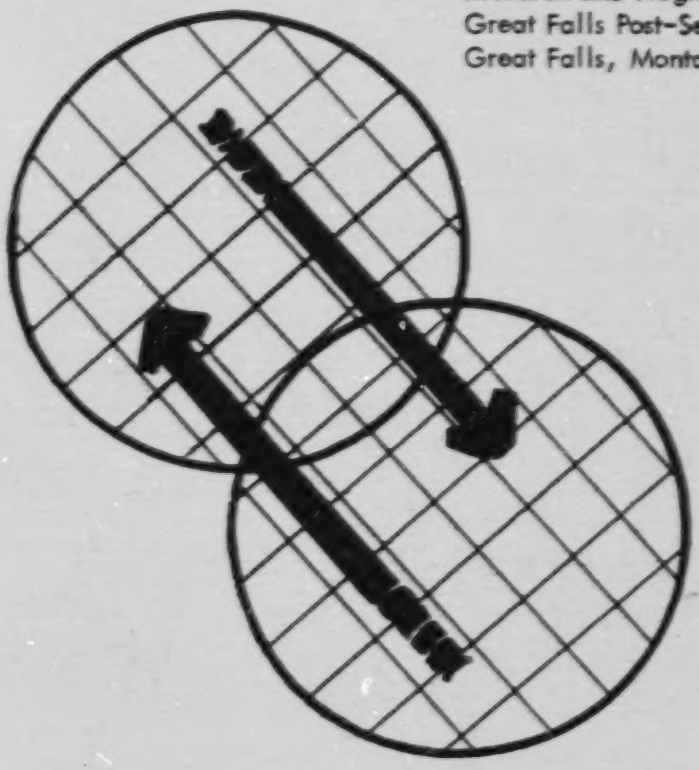
4. Typographical errors, inaccuracies, and/or misspellings (third sheet after cover, pp. 16, 27, 28(2), 29, 30, 39(2), 42) along with examples of questionable grammar indicate that the report may not have been carefully prepared.

IV. Summary

The evaluation team has supplied opinions as to the success of the project in accomplishing its objectives. Unfortunately, very little information was supplied that could aid either the Great Falls Project staff in making program decisions or other users of the results of this project. Except for the reactions of students to the Youth Career Conference, all other student information is lacking or secondary.

CAREER EDUCATION — A PARTNERSHIP

A 1973 Evaluation Report on the Agricultural Research and Program Development Project, Great Falls Post-Secondary Vo-Tech Center, Great Falls, Montana



Prepared by
The Division of Educational Research and Services
University of Montana
Missoula, Montana

A 1973 Evaluation Report on the Agricultural Research and Program Development Project, Great Falls Post-Secondary Vo-Tech Center, Great Falls, Montana

C A R E E R E D U C A T I O N - -

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August, 1973

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Cascade	Oscar Prestbo	Bruce Allen	Gary Rommess
Fairfield	Dick Mast	Dave Blanc	Roger Baker
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TABLE OF CONTENTS

Section	Page
Introduction	i
Project Objectives	1
Project Purposes	3
Project Scope	3
Project Evaluation Design	4
Project Evaluation	5
Objective #1	5
Objective #2	5
Objective #3	11
Objective #4	12
Objective #5	13
Objective #6	24
Objective #7	28
Summary	42
Appendices:	
A - Career Education Project Materials	44
B - Human Resource Bank	47
C - Vocational Orientation Opportunities (Interview Schedule I)	61
D - Career Conference Planning Committee Meeting Letter	64
E - Career Conference Questionnaire	66
F - Student Evaluation Form	68

INTRODUCTION

The Great Falls "Career Awareness Project" under the direction of Mr. Jack Scott had an impressive amount of project objectives, most of which seemed to have been met substantially during the term of the project.

The basic objective concerning the towns of Belt, Cascade, Fairfield, Fort Benton, Great Falls, and Simms was to gather, and make available for student use, information and research concerning agriculutral job information.

The extent of this enterprise cannot be reported in this brief evaluation due to the sheer volume of material gathered and used; however, reference to such material can be made and the reader is urged, if further information is desired, to write the director, Mr. Jack Scott.

The evaluative team was very favorably impressed with the project director's enthusiasm for his project and with his ability to accomplish the objectives of the project. He cooperated fully with the investigators and had his work organized so that calendar committments were always met and necessary information gathered. It was observed that he worked extremely well with people and doubtlessly this is one reason for the general acceptance of this project in the pilot schools.

Finally, the evaluators believe firmly that information dealing with career education at all levels should be gathered in usable form for secondary students throughout Montana as well as the nation. The need is great and perhaps this project will begin to point the way.

Dr. Lyle Berg, Director
Division of Educational Research and Services
University of Montana

PROJECT OBJECTIVES

Program objectives for the project were:

1. To collect and organize the survey and current research data into usable materials for career awareness of students in grades 10 through 14.
2. To expose students to careers with emphasis on agricultural-related occupations.
3. To develop techniques of presenting career awareness materials in the participating schools.
4. To develop materials to enhance the career awareness of students.
5. To develop training programs to meet student training needs on the secondary and post-secondary levels.
6. To provide a placement service in each participating school. This service will encompass the following responsibilities under the direction of the Career Awareness Coordinator:
   a. develop and maintain a list of available entry-level jobs,
   b. develop and maintain a list of vocational education opportunities in the Armed Forces,
   c. develop and maintain a list of all post-secondary vocational education offerings in Montana and the surrounding region,
   d. develop and maintain a list of all baccalaureate degree programs in Montana and the surrounding region,
   e. establish and maintain a placement office at each school by working with the local school counselor to:
      1) provide students with current employment opportunities on a local, state, and regional basis;
      2) provide students with employment trends in fifteen occupational clusters on a state, regional, and national basis; and
      3) provide continuous placement services for each student upon termination of his formalized educational program through the guidance office.

7. To help local schools strengthen their vocational guidance programs by:

   a. in-service training for faculty members,

   b. establishing referral sources,

   c. expanding and maintaining occupational libraries, and

   d. making arrangements for touring businesses and industries.

Activities for the implementation of these objectives were:

1. The Career Awareness Coordinator was to establish a working policy with each participating school.

   a. The Career Awareness Coordinator would work cooperatively with the administrator, guidance office, and agriculture departments of each school in the development and implementation of this project.

   b. The Coordinator would utilize the survey materials collected by Montana State University in preparing awareness materials.

   c. The Coordinator would, with cooperation of participating schools, develop a local community resume list.

   d. The Coordinator would assist participating schools in surveying their present occupational information and help them strengthen their present libraries of occupations.

   e. The Coordinator with the cooperation of participating schools would assist in providing in-service training for faculty members in those schools in need of such training to implement career awareness materials.

   f. The Coordinator would work with post-secondary staff in helping to develop training programs beyond grade 11.

   g. The Coordinator would develop materials to be utilized in showing students career opportunities in agriculture.

   h. The Coordinator would assist schools in developing placement opportunities for both job and training placement of students.

   i. The project would use all current research data available.

   j. An advisory council for this model would be established.

PROJECT PURPOSES

The purposes of the "Agricultural Research and Program Development Project" were to:

1. Establish programs based on research of manpower and students' needs in Montana, with high concentrations in the agricultural-related areas.
2. Provide students with accurate information regarding these needs.
3. Provide training and placement to fill those needs.
4. Disseminate information gathered from Montana State University Agriculture Research Project and reported in the "Agri-business Manpower Report."

PROJECT SCOPE

The Agricultural Research and Program Development Project included programs at grade levels 10 through 14 in the participating school districts. It should be noted here that although the scope of the project was grades 10-14, most of the concentration by necessity had to deal with grades 10-12 in the participating schools.

Secondary schools participating included Great Falls High School, Charles M. Russell High School, Great Falls, Belt High School, Cascade High School, Fairfield High School, Fort Benton High School, Simms High School, and the post-secondary school of Great Falls Vo-Tech Center.

The project used all research-related materials available to enhance career education and it identified primary approaches, techniques, and materials which enhanced career awareness.

PROJECT EVALUATION DESIGN

In July of 1972, the Division of Educational Research and Services of the University of Montana in Missoula and the Great Falls Vocational-Technical Center, Great Falls, Montana, entered into a contractual agreement for evaluation of the Agricultural Research and Program Development Project under the direction of Mr. Jack Scott. This project was more commonly referred to as the "Career Awareness Project." The starting date of the contract was September 1, 1972, and ending on or by August 30, 1973.

The following evaluative criteria were developed from project objectives:

1. Measure the effectiveness of project materials organized and used to expose students to career awareness in agricultural-related occupations.
2. Measure the effectiveness of training programs to meet individual student needs.
3. Evaluate the functionality of placement services provided in each participating school.
4. Determine if the vocational guidance programs in each participating school are strengthened by the project's goals of providing:

   a. in-service training of faculty members,
   b. using referral sources,
   c. expanding and maintaining occupational libraries, and
   d. making arrangments for touring business and industry.

PROJECT EVALUATION

Objective #1

In meeting objective criterion to "collect and organize the survey and current research data into useable materials for career awareness," the Career Awareness Project Coordinator inventoried the seven participating schools for available materials-media, made available the Vo-Tech Trailer Guidance materials (located at Fort Benton High School), and an impressive number of Career Awareness Project materials.

In addition to materials owned by participating schools, materials made available as a result of collecting and surveying available career education hard and software are shown in Appendix A. These items represent a milestone in the depth and scope of student exposure to career education. The counselor's evaluation of these materials (page 34) suggests wide use of materials and a definite impetus to the overall education program.

Degree to which objective was met as formulated by the evaluation team:

6	(5)	4	3	2	1
Exceptionally Well Done	Well Done	Satisfactorily Done	Poorly Done	Unsatisfactorily Done	Not Done

Objective #2

"To expose students to careers with emphasis on agricultural-related occupations." As an initial effort to meet this objective the coordinator sent a letter in July 1972 to sixty-one agri-business related firms with a self-addressed return post card containing the following:

GREAT FALLS VOCATIONAL-TECHNICAL CENTER
1015 FIRST AVENUE NORTH — P. O. BOX 2669
GREAT FALLS, MONTANA 59403

Dear Sir:

Let me introduce myself; I'm Jack Scott and I've been appointed as a "Career Awareness Coordinator" for an Ag-Research project based in Great Falls. The project includes the towns of Belt, Cascade, Fairfield, Fort Benton, Great Falls, and Simms. My job will be to gather as much agricultural job information as possible in this area and relay it to the high school students in the schools. I will be visiting with you in the near future to see if it would be possible to use your business as a source of this information.

The tentative methods to be used are as follows:

1. schedule visits to the business sites for a single student or group of students.
2. schedule interviews with individuals working at the job sites.
3. schedule speakers to talk to groups of students in the schools.
4. take still pictures and make a slide presentation to be shown to students.
5. take moving pictures at the job site.
6. explore the possibility of letting selected students observe at your place of business for a short time under supervision to let him experience the actual job situation.
7. compile a list of skills needed in order to competently do the various jobs.
8. use any other means that will get the information to the students.
9. set up a placement program that may be mutually beneficial to you and the students looking for jobs (part-time, summer, or full-time).
10. certainly to use any ideas you may have that will help make the students aware of career possibilities in the Agri-Business community.

I do not wish to impose upon you in any way but will certainly appreciate any help you may give to this vitally important project to help our students prepare for their future. As you are well aware, only about 20% of the student population goes on and finishes four years of college. This leaves a vast number of students that need to prepare themselves for the world of work and in our predominantly agricultural society here in Montana there is a need for these students to be made aware of the agricultural and agricultural related jobs available to them.

I'm enclosing a card for you to send back to me listing the name of the person for me to contact if you wish to take part in this project.

Sincerely,

Jack Scott

Jack Scott, Career Awareness Coordinator
Great Falls Vo-Tech Center

Form V-13

JS:bj

GREAT FALLS VO-TECH CENTER
Vo-Ag. Project

Name of business _____

Name of person to contact _____

Phone number _____

We _____ do
_____ do not wish to take part in the project

The letter and the post card were sent to about sixty-one businesses and received twenty-five responses. As a result of this letter and response card, nearly fifty percent of those contacted provided valuable data, assistance, and cooperation to the project.

A second letter to selected managers and personnel people in agri-business in the Great Falls Trade Area was sent on November 13, 1972. Along with the letter was a "Community Resources Questionnaire" and a "Job Description" form to use in the development of a "Human Resources Bank" (Appendix B). The letter, questionnaire, and form are included for further clarity:

BEST COPY AVAILABLE

GREAT FALLS VOCATIONAL-TECHNICAL CENTER
1015 FIRST AVENUE NORTH -- P. O. BOX 2558
GREAT FALLS, MONTANA 59403

To: Managers and personnel people in Agri-businesses in the Great Falls trade area.

From: Jack Scott, Career Awareness Coordinator
Great Falls Vo-Tech Center

Re: Job Descriptions

The Great Falls School System has been granted a federal agricultural research project designed to gather information about ag-related occupations. This information will be used to enhance the career decisions of the high school students in the following schools: Belt, Cascade, Fairfield, Fort Benton, Great Falls C.M.R., Great Falls High School, and Simms.

Enclosed are some job description forms that are designed to give students some basic information about agri-business occupations. The information on the job description forms will be gathered and placed into booklet form to be given to the various high schools for the students use.

I'm asking if you would please take some time and fill one of these forms out for each of the different job titles you have in your business and send them to:

Jack Scott
Career Awareness Coordinator
Great Falls Vo-Tech Center
1015 First Avenue North
Great Falls, Montana 59401

If you do not have enough forms just put the information on a sheet of paper and send it in. Thank you for your time and cooperation.

Sincerely,

Jack Scott
Career Awareness Coordinator
Great Falls Vo-Tech Center

JS:bj

Enc.

COMMUNITY RESOURCES QUESTIONNAIRE

Business_____

Address_____

Name_____ Phone No._____

Could we use your name on a Human Resource Bank list to be given to the counselors and teachers to use in contacting you?_____

Would you be willing to talk to a group of high school students in the school setting?_____

Could we bring students to your place of business for a field trip?_____

Limitations_____

Would it be possible to set up interview sessions with some of your employees and individual students from the schools?_____

How many total employees do you hire?_____

COMMENTS:

JOB DESCRIPTION

Job Title_____D.O.T.#_____

Tasks Performed: _____

_____

_____

Skills Needed: _____

_____

_____

Education and/or
Training Needed: _____

Starting Salary: _____

Advancement: _____

Openings now or
in near future: _____

How to apply: _____

_____

To whom to
apply: _____

_____

Phone Number: _____

COMMENTS:

The coordinator also conducted interviews of those businesses replying. A Vocational Orientation Opportunities Interview Schedule I, as shown in Appendix C, was used for this purpose. A compilation of the data obtained is found in the "Human Resource Bank" (Appendix B), which was compiled and mailed to participating schools by the coordinator in February of 1973.

Impetus for the project and a source of much information relative to the future needs in the agri-business related fields was found in the "Agri-Business Manpower Report" published by the Agricultural Education Department of Montana State University, Bozeman. The report provided counselors in vocational guidance with excellent baseline data for careers in agricultural-related occupations. A booklet "Agri-Business Job Description" was provided by the project coordinator and had good use by students according to counselors.

Degree to which objective was met as formulated by the evaluation team:

6	(5)	4	3	2	1
Exceptionally Well Done	Well Done	Satisfactorily Done	Poorly Done	Unsatisfactorily Done	Not Done

Objective #3

"To develop techniques of presenting career awareness materials in the participating schools."

A "Career Education Information Kit" was developed and sent to all target schools. Each school received a copy for every teacher. This kit contained a description of "What is Career Education?"; a schematic showing educational attainment of youth age 18 in Montana, 1965; a schematic of Career Education's Place in Education; description and rationale for the Fifteen Job Clusters developed by the U.S.O.E.; "Suggested Activities that Teachers Can Use to Stimulate a Career Education Program"; "List of Materials that Teachers Can Use to Stimulate a Career Education Program"; Sample Letter of Application; Sample Application Form; and Sample Personal Data Sheet.

It should be noted that this did provide interest and generated activity in developing a curriculum in career education for a number of elementary teachers. Teachers generally felt this was an excellent starting mechanism for presenting careers and the world of work.

Degree to which objective was met as formulated by the evaluation team:

6	5	(4)	3	2	1
Exceptionally Well Done	Well Done	Satisfactorily Done	Poorly Done	Unsatisfactorily Done	Not Done

Objective #4

"To develop materials to enhance the career awareness of students."

The vast collection of materials and media treated under objectives 1 and 2, either developed or purchased, has enhanced the career awareness of students. This had been effected through the overall coordination of materials, processes of presentation, teacher input, and a general thrust in carrying out career exploration.

In a report to the Board of Trustees, Great Falls School District, October 9, 1972, the director reported that he had (in keeping with objective four) accomplished the following:

1. Written a Career Education Information Booklet for teachers to use in helping them to implement career education.
2. Visited schools introducing various cassettee-filmstrips concerned with career education.
3. Provided each school with (or was in the process of developing for each school):
   a. a hand written Career Information Kit for each teacher,
   b. a Career Cluster booklet for each teacher,
   c. Career Cluster posters for each school,

d. a booklet, "Career Education ...",

e. a pamphlet, "Career Education ...",

f. a supply of "Human Resource Booklets", a list of local people who expressed willingness to work with the program,

g. a supply of "Vo-Tech Listings of Montana and Surrounding Area",

h. a supply of "Baccalaureate Degree Programs in Montana and the Surrounding Area",

i. a supply of "Armed Services Vo-Tech Training Programs",

j. access to book, "Succeeding in the World of Work",

k. access to a simulation game, "Life Career Game",

l. access to two agri-business career filmstrip sets, and

m. a proposed plan to incorporate the Exploratory Work Program.

Degree to which objective was met as formulated by the evaluation team:

(6)	5	4	3	2	1
Exceptionally Well Done	Well Done	Satisfactorily Done	Poorly Done	Unsatisfactorily Done	Not Done

Objective #5

"To develop training programs to meet student training needs on the secondary and post-secondary level."

As a concerted effort into a training program for secondary students relative to career awareness, a Youth Career Conference for high school students and parents was developed.

On December 22, 1972, the coordinator sent a letter to the project counselors along with a "Career Conference Questionnaire" to be marked by the students (Appendixes D and E). As a result of this activity a planning committee meeting was held on January 10, 1973, composed of project school counselors, administrators, and selected staff to discuss the desires of students and decide the general structure of the conference.

On January 26, 1973, speakers were invited to participate at a Career Conference to be held at Simms High School, Simms, Montana, on March 23, 1973. Preliminary press releases to radio and T.V. went out on February 23, 1973. A second reminder and updating on the conference went to speakers on March 16, 1973; and newspaper, radio, and T.V. releases were sent on March 21.

In order to properly evaluate the conference, the Division of Educational Research and Services designed an evaluation form to solicit data from participants (Appendix F). The following describes the conference and provides an analysis of outcomes.

Youth Career Conference

On March 23, 1973, a Youth Career Conference was held at Simms High School for students and parents. Four area high schools participated in the conference; Belt, Cascade, Fairfield, and Simms. Speakers were invited from twenty-seven different career areas and each held a session for students.

The following sessions were conducted:

1. Accountant
2. Agriculture/Agri-Business
3. Airline and Related
4. Artist
5. Beautician
6. Building Trades
7. Chemist
8. Civil Service
9. Clerical and Secretarial
10. Construction Machinery Operators
11. Data Processing
12. Electronics
13. Engineer
14. Florist
15. Forestry
16. Health Careers
17. Law Enforcement
18. Lawyer
19. Home Economics
20. Mechanical Trades
21. Psychology
22. Radio-TV
23. Routemen-Delivery Truck
24. Sales
25. Social Work
26. Teacher
27. Veterinarian

Students were able to choose three different areas of interest. While students were learning about specific careers, a general careers program was presented to parents. The topics presented to parents were: 1) "You and Your Child's Career," 2) "Financial Aides," and 3) "Unions and Careers."

Speakers for each of the career areas were asked to present information as follows:

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SPEAKER'S OUTLINE

I. History and Importance of the Occupation

II. Description of the Occupation

A. Nature of work
B. Duties and responsibilities of the job

III. Employment Prospects

A. Sources of employment
B. Number of workers now employed
C. Demand for workers in area
D. Reasons for change in demand for workers in next 5 or 10 years

IV. Requirements

A. Skills, abilities and aptitudes required
B. Personal qualifications: physical, intellectual, emotional, and personality

V. Training Requirements

A. Essential high school subjects
B. Scholarships and other financial aids
C. Length and cost of training
D. Approved schools and colleges
E. Where to obtain additional information

VI. Apprenticeship and Training-on-the-Job Opportunities (If Applicable)

A. Age, sex and other requirements
B. Length of training
C. Where to apply

VII. Earnings, Hours, and Working Conditions

A. Salary or wages for beginners; after 5 years
B. Regularity of work; steady or seasonal
C. Opportunities for advancement
D. Job security; retirement; vacation and sick leave; insurance and other "fringe" benefits.

VIII. Beginning Jobs

A. Where to apply - schools, placement agencies, ads, etc.
B. Requirements for beginners - experience, training, etc.

X. Advantages and Disadvantages of Career in This Field

Following the conference each student was asked to evaluate the areas that he participated in. Below are the questions used in the evaluation. Students were asked to circle 1 for "excellent," 2 for "good," 3 for "fair," and 4 for "poor."

1. Was the nature of the career clearly described by the speaker(s)?. 1 2 3 4
2. The quantity of training required was clearly outlined? 1 2 3 4
3. Were the personal qualities necessary for success clearly listed?. 1 2 3 4
4. Were wages and compensations sufficiently indicated? 1 2 3 4
5. Difficulties in training within the career were adequately described? 1 2 3 4
6. Difficulties in placement within the career were adequately described? 1 2 3 4
7. Difficulties in advancement within the career were adequately described? 1 2 3 4
8. Opportunities for workers in this vocation were adequately stated?. 1 2 3 4
9. The speaker(s) seemed well informed? 1 2 3 4
10. The speaker(s) presented a well organized talk? 1 2 3 4
11. The information obtained at this session was helpful in my career planning. 1 2 3 4

Table A gives a summary of the students that participated from each of the four schools.

Table B gives a summary of their evaluation of the conference.

YOUTH CAREER CONFERENCE
Simms High School - March 23, 1973

TABLE A
Summary of Session Participation

SESSION	NUMBER				TOTAL
	Simms	Belt	Fairfield	Cascade	
Accountant	4	0	2	3	9
Agriculture/Agri.-Bus.	2	4	0	0	6
Airlines and related	11	4	11	8	34
Artist	6	0	3	2	11
Beautician	8	0	1	0	9
Building Trades	2	0	0	0	2
Chemist	2	0	1	1	4
Civil Service	4	1	0	0	5
Clerical and Secretarial	6	2	7	0	15
Construction Machinery Operator	7	2	0	0	9
Data Processing	0	1	3	2	6
Electronics	5	4	4	9	22
Engineer	1	0	0	1	2
Florist	1	7	0	0	8
Forestry	13	8	5	3	29
Health Careers	10	5	11	0	26
Law Enforcement	17	6	3	9	35
Lawyer	5	0	2	2	9
Home Economics	2	1	0	2	5
Mechanical Trades	3	2	1	0	6
Psychology	3	3	8	3	17
Radio-TV			6	6	12
Routeman-Delivery Truck	3		1		4
Sales	2		1	1	4
Social Work	4	5	11	8	28
Teacher	7		9	1	17
Veterinarian	7		4	2	13
Total Participation					347

YOUTH CAREER CONFERENCE
Simms High School - March 23, 1973

TABLE B
Student Evaluation Summary

SESSION	1. Was the nature of the career clearly described by the speaker? RESPONSE #1				2. The quantity of training required was clearly outlined? RESPONSE #2			
	Excellent	Good	Fair	Poor	Excellent	Good	Fair	Poor
Accountant	5	4	0	0	4	3	2	0
Agriculture/Agri-Bus	2	3	1	0	4	2	0	0
Airline and related	11	14	7	2	12	17	2	3
Artist	2	7	2	0	3	3	4	1
Beautician	6	3	0	0	6	3	0	0
Building	0	1	1	0	1	1	0	0
Chemist	1	3	0	0	2	2	0	0
Civil Service	1	1	2	1	1	1	1	2
Clerical and Secretarial	2	9	4	0	3	6	4	2
Construction Machinery Operator	1	5	3	0	4	4	1	0
Data Processing	3	3	0	0	2	3	1	0
Electronics	13	6	3	0	9	6	6	1
Engineer	2	0	0	0	1	1	0	0
Florist	6	2	0	0	6	1	1	0
Forestry	8	11	9	1	12	15	1	1
Health Career	9	11	5	1	8	12	5	1
Law Enforcement	9	17	6	3	14	12	7	2
Lawyer	6	2	1	0	6	2	1	0
Home Economics	2	2	0	1	2	2	1	0
Mechanical Trades	3	1	1	1	2	1	2	1
Psychology	3	5	6	3	6	4	5	2
Radio-TV	3	6	3	0	3	6	2	1
Routeman-Delivery Truck	2	2	0	0	4	0	0	0
Sales	1	2	0	1	2	0	2	0
Social Work	17	8	3	0	10	15	2	1
Teacher	4	5	6	2	4	8	3	1
Veterinarian	7	5	1	0	9	3	1	0

TABLE B (cont.)

Student Evaluation Summary

SESSION	3. Were the personal qualities necessary for success clearly listed? RESPONSE #3				4. Were wages and compensations sufficiently indicated? RESPONSE #4			
	Excellent	Good	Fair	Poor	Excellent	Good	Fair	Poor
Accountant	4	4	1	0	4	4	0	1
Agriculture/Agri-Bus.	0	3	3	0	2	2	2	0
Airline and related	13	10	9	2	12	11	10	1
Artist	3	6	1	1	1	5	2	3
Beautician	5	3	1	0	7	2	0	0
Building Trades	1	1	0	0	2	0	0	0
Chemist	0	2	1	1	1	2	1	0
Civil Service	1	0	3	1	1	2	1	1
Clerical and Secretarial	3	6	3	3	4	6	5	0
Construction Machinery Operator	1	4	4	0	5	3	1	0
Data Processing	3	3	0	0	3	1	2	0
Electronics	6	10	5	1	9	8	3	2
Engineer	1	1	0	0	2	0	0	0
Florist	5	2	1	0	3	4	1	0
Forestry	12	11	5	1	13	10	5	1
Health Careers	7	6	11	2	8	8	6	4
Law Enforcement	8	16	7	4	9	16	7	3
Lawyer	4	3	2	0	6	3	0	0
Home Economics	2	2	0	1	1	2	1	1
Mechanical Trades	3	0	2	1	2	3	1	0
Psychology	3	4	5	5	3	4	7	3
Radio-TV	3	6	3	0	1	7	3	1
Routeman-Delivery Truck	0	3	1	0	1	2	1	0
Sales	1	2	0	1	1	2	0	1
Social Work	12	9	5	2	10	15	3	0
Teacher	7	8	2	0	1	3	8	5
Veterinarian	8	3	2	0	9	1	2	1

TABLE B (cont.)

Student Evaluation Summary

SESSION	5. Difficulties in training within the careers were adequately described? RESPONSE #5				6. Difficulties in placement within the career were adequately described? RESPONSE #6			
	Excellent	Good	Fair	Poor	Excellent	Good	Fair	Poor
Accountant	4	4	1	0	3	4	2	0
Agriculture/Agri-Bus.	3	1	2	0	3	2	1	0
Airlines and related	9	13	8	4	6	18	8	2
Artist	7	1	3	0	6	3	2	0
Beautician	5	3	1	0	4	4	1	0
Building Trades	1	1	0	0	0	1	1	0
Chemist	1	1	2	0	1	1	2	0
Civil Service	1	1	3	0	0	4	0	1
Clerical and Secretarial	2	8	3	2	5	5	2	2
Construction Machinery Operator	3	4	2	0	3	5	1	0
Data Processing	4	2	0	0	1	5	0	0
Electronics	6	10	5	1	11	10	1	0
Engineer	1	1	0	0	1	1	0	0
Florist	6	1	1	0	4	2	1	1
Forestry	9	13	6	1	0	15	1	4
Health Career	3	13	8	2	2	7	15	2
Law Enforcement	11	11	6	7	12	17	6	0
Lawyer	4	4	0	1	4	4	1	0
Home Economics	2	2	0	1	1	3	0	1
Mechanical Trades	2	0	3	1	1	4	0	1
Psychology	4	6	3	4	6	4	5	2
Radio-TV	5	7	0	0	5	5	1	1
Routeman-Delivery Truck	1	1	1	1	3	1	0	0
Sales	0	1	2	1	1	1	2	0
Social Work	9	15	4	0	9	15	4	0
Teacher	1	11	3	2	7	5	4	1
Veterinarian	9	1	2	1	8	1	3	1

TABLE B (cont.)

Student Evaluation Summary

SESSION	7. Difficulties in advancement within the career were adequately described? RESPONSE #7				8. Opportunity for workers in the vocation were adequately stated? RESPONSE #8			
	Excellent	Good	Fair	Poor	Excellent	Good	Fair	Poor
Accountant	4	3	2	0	3	4	1	1
Agriculture/Agri-Bus.	1	3	1	1	2	4	0	0
Airline and related	9	14	8	3	16	15	1	2
Artist	5	2	4	0	2	5	4	0
Beautician	5	3	1	0	7	2	0	0
Building Trades	0	1	1	0	1	0	0	1
Chemist	2	0	2	0	1	2	1	0
Civil Service	1	1	1	2	0	2	3	1
Clerical and Secretarial	5	7	1	2	5	7	3	0
Construction Machinery Operator	3	4	2	0	2	7	0	0
Data Processing	1	3	2	0	3	2	1	0
Electronics	8	6	6	2	9	10	2	1
Engineer	0	2	0	0	1	1	0	0
Florist	3	2	3	0	4	3	1	0
Forestry	6	15	5	3	13	12	2	2
Health Career	2	11	9	4	9	10	6	1
Law Enforcement	11	14	6	4	17	15	3	0
Lawyer	7	1	1	0	5	4	0	0
Home Economics	2	1	1	1	3	1	1	0
Mechanical Trades	2	2	1	1	3	1	1	1
Psychology	4	4	6	3	3	6	6	2
Radio-TV	6	4	1	1	6	4	2	0
Routeman-Delivery Truck	1	2	2	0	3	0	1	0
Sales	1	0	2	1	0	3	1	0
Social Work	12	14	2	0	13	14	1	0
Teacher	5	6	3	3	8	5	4	0
Veterinarian	4	7	2	0	9	4	0	0

TABLE B (cont.)

Student Evaluation Summary

SESSION	9. The speaker(s) seemed well informed? RESPONSE #9				10. The speaker(s) presented a well organized talk? RESPONSE #10			
	Excellent	Good	Fair	Poor	Excellent	Good	Fair	Poor
Accountant	8	0	1	0	6	2	1	0
Agriculture/Agri-Bus.	2	4	0	0	3	2	1	0
Airline and related	17	8	7	2	10	14	6	4
Artist	6	3	0	2	2	5	1	3
Beautician	8	0	1	0	7	2	0	0
Building Trades	1	0	1	0	1	0	1	0
Chemist	3	0	0	1	2	2	0	0
Civil Service	1	0	3	1	1	0	1	3
Clerical and Secretarial	5	8	1	1	0	10	5	0
Construction Machinery Operator	3	4	2	0	2	4	3	1
Data Processing	4	2	0	0	3	2	1	0
Electronics	19	3	0	0	11	7	2	2
Engineer	2	0	0	0	2	0	0	0
Florist	8	0	0	0	5	2	1	0
Forestry	21	6	1	1	11	12	6	0
Health Careers	17	7	1	1	12	9	4	1
Law Enforcement	21	2	3	3	21	8	3	3
Lawyer	4	3	1	0	5	1	2	1
Home Economics	3	1	1	0	1	3	1	0
Mechanical Trades	3	2	0	1	1	1	3	1
Psychology	6	6	3	2	6	6	1	4
Radio-TV	10	2	0	0	11	1	0	0
Routeman-Delivery Truck	2	2	0	0	1	3	0	0
Sales	2	1	0	1	0	2	2	0
Social Work	22	6	0	0	17	10	1	0
Teacher	5	5	5	2	5	4	6	2
Veterinarian	11	2	0	0	4	7	1	1

TABLE B (cont.)

Student Evaluation Summary

SESSION	11. The information obtained at this session was helpful in my career planning? RESPONSE #11			
	Excellent	Good	Fair	Poor
Accountant	5	4	0	0
Agriculture/Agri-Bus.	3	3	0	0
Airline and related	19	8	1	6
Artist	5	2	4	0
Beautician	5	2	0	2
Building Trades	1	1	0	0
Chemist	1	2	1	0
Civil Service	1	0	2	2
Clerical and Secretarial	0	11	2	2
Construction Machinery Operator	4	4	0	1
Data Processing	2	4	0	0
Electronics	8	8	5	1
Engineer	2	0	0	0
Florist	4	2	1	1
Forestry	7	14	4	4
Health Careers	12	5	5	4
Law Enforcement	12	9	7	7
Lawyer	11	3	1	1
Home Economics	2	2	1	0
Mechanical Trades	1	2	1	2
Psychology	4	2	4	6
Radio-TV	4	4	3	1
Routeman-Delivery Truck	3	1	0	0
Sales	0	2	1	1
Social Work	11	9	7	1
Teacher	5	4	4	4
Veterinarian	7	4	0	2

Student feedback indicates that the Youth Career Conference was highly successful. A vast majority of the students rated the different areas as excellent or good. Students indicated that the Career Conference was of great value to them and the information that they gained was worthwhile.

There were a few areas where student reaction was less favorable than usual. These areas were civil service, psychology, and teacher. Also law enforcement and health careers were described as weak in answering certain questions.

Degree to which objective was met as formulated by the evaluation team:

6	(5)	4	3	2	1
Exceptionally Well Done	Well Done	Satisfactorily Done	Poorly Done	Unsatisfactorily Done	Not Done

Objective #6

"A placement service will be provided in each participating school to:"

A. "Develop and maintain a list of available entry-level jobs."

The VIEW (Vital Information for Education and Work) microfilm cards, manual for using, and viewer were on loan to the seven schools. All schools either had or purchased these materials. The manuals, established and supplied free of charge by the Superintendent of Public Instruction, were compiled to assist counselors and teachers in implementing the VIEW Program in junior and senior high schools.

Manual content dealt with methods of utilization, description of a Career Unit, the VIEW Interest Inventory, and suggestions on use of VIEW for teachers. Content of the VIEW spectrum included these areas:

--- professional, technical, and managerial occupations;
--- clerical and sales occupation;
--- service occupations;
--- farming, fishery, forestry, and related occupations;
--- processing occupations;

--- machine trade occupations;
--- bench work occupations;
--- structural work occupations; and
--- miscellaneous occupations.

In addition a VIEW Index Manual provided data on the Dictionary of Occupational Titles which occupations incorporated into a classification structure in which the individual occupations are identified by a six digit number. In the view of the investigators; these materials are excellent, are constantly being updated, and are extremely well done.

B. "Develop and maintain a list of vocational education opportunities in the Armed Forces."

The Career Awareness Coordinator researched and developed a comprehensive manual entitled "Vocational Educational Opportunities in the Armed Forces." A list of the Great Falls recruiters was provided with instructions to verify any/all programs with these people prior to selection. Recruiters, addresses, and phone numbers were listed for the following:

United States Air Force
United States Army
United States Marine Corps
United States Navy

C. "Develop and maintain a list of all post-secondary vocational education offerings in Montana and the surrounding region."

A comprehensive manual entitled "Post-Secondary Vo-Tech Education Offerings in Montana and Surrounding Regions" was developed and distributed by the Career Awareness Coordinator. This manual contained a listing of the vocational-technical curricular offerings in the geographic area including the following ten states: Colorado, Idaho, Minnesota, Montana, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming.

students and counselors utilizing this manual were told that, "one characteristic of vocational-technical schools is an ever changing curriculum necessary to meet the needs of students and the labor market. Because of this fact, and for complete information and confirmation of curricular offerings, write to the director of the school." This manual, which is cross referenced for convenience, is a valuable resource in a career planning program. The manual undoubtedly has the most complete listing of vocational offerings throughout the region currently available under one cover.

D. "Develop and maintain a list of all baccalaureate degree programs in Montana and the surrounding Region."

A booklet, "Baccalaureate Degree Offerings in Montana and the Surrounding Area" was developed and distributed by the Coordinator of the Career Awareness Project to all participating schools. The table of contents lists baccalaureate degree offerings in Colorado, Idaho, Montana, North Dakota, Oregon, Washington, and Wyoming. Those who desire more information on any institution or program are advised to write the Director of Admissions of the respective college or university.

E. "Establish and maintain a placement office at each school by working with the local counselor."

While the actual establishment and maintenance of a placement office at each school was not, in the main, a separate entity, the counseling office in the project schools provided placement services at varying levels. The responsibility of the Career Awareness Coordinator to establish and maintain a placement office at each school by working with the local school counselors had a good start with the development of a "Job Hunting Clinic Packet."

Components of the "Job Hunting Clinic Packet" took the student through exposure of a process that teaches such basics as application for social security and tax account number, and self-evaluation charts. The following represent some of the sequencial materials which were explored:

--- Application for Social Security and Tax Account Number
--- What Personnel Officers Say About Applicants
--- 15 Don'ts for Applicants
--- The Six Steps in an Application
--- Tips in Writing Letters of Application
--- The Resume and Letter of Application
--- Sample Copy of a Letter of Application
--- Sample Copy of a Resume
--- An Application Blank
--- Copy of a Personnel Record from a Supply Co.
--- A Rating Scale on "How Did You Apply?"
--- Attitudes and Behaviors Employers Favor
--- Conducting Yourself During the Interview
--- The Interview: Face to Face
--- Interviews: Questions Frequently Asked (90 questions)
--- Negative Factors Evaluated During the Employment Interview which Frequently Lead to Rejection of the Applicant (50 items)
--- Suggestions to Clients Seeking Jobs
--- Activity Sheets: My Values; What I Want from a Job
--- When Not to Take a Job
--- Where to Find Part Time Jobs
--- A Set of Work Habits and Rules
--- Civil Service - Federal Job Information
--- Montana Offers You a Career in Public Employment
--- State of Montana Joint Merit System: Sample Written Test Material, Clerical and Steno Examinations
--- Description of Office Positions
--- General Clerical and Secretarial Duties
--- Depression-Recession Proof Jobs You Can Get NOW!

In addition, media was used to expose the student to placement criteria. Placement responsibilities necessarily fall heavily upon the local counselors who in turn have the Montana Employment Services to rely upon. This will become an increasingly important function of the comprehensive vocational counseling operational model. The actual establishment of an operative placement center in each school could hardly be an expected

accomplishment in one year. However, a start was made and this objective could be expected to be fully accomplished with more time expended.

Degree to which objective was met as formulated by the evaluation team:

6	5	(4)	3	2	1
Exceptionally Well Done	Well Done	Satisfactorily Done	Poorly Done	Unsatisfactorily Done	Not Done

Objective #7

"To help local schools strengthen their vocational guidance programs:"

1. "by in-service training for faculty members,"
2. "by establishing referral sources,"
3. "by expanding and maintaining occupational libraries," and
4. "by making arrangements for touring business and industries."

The Career Awareness Coordinator conducted two in-service workshops for participating school faculty during the project year. These were designed to acquaint the participants with the intent, scope, and degree of the Ag-Research Project and improving career education operations. A description and analysis of these two in-service workshops follows.

In-Service Workshop

An in-service workshop was held on September 14, 1972, at 7:30 p.m. for all school personnel involved in the area Ag-Research Project at the Great Falls Vo-Tech Center. The workshop was to acquaint vocational teachers and counselors of the area high schools with the project. The program included:

Del Gustin--State Supervisor of Vocational Education--discussing statewide career education.

Dr. Bob Lehman--State Supervisor of VIEW.

Dr. Max Amberson--Head, Department of Agricultural Education, Montana State University--discussing results of M.S.U.'s Agri-Business and Agri-Producers' Survey.

Following the in-service workshop, each participant was asked to evaluate the conference. Each reacted to seven items which he was asked to rate them "Strongly Agree" to "Agree" to "Disagree" to "Strongly Disagree." A summary of the evaluation follows:

GREAT FALLS VOCATIONAL-TECHNICAL CENTER

IN-SERVICE EVALUATION
OF THE
AGRICULTURAL RESEARCH AND PROGRAM DEVELOPMENT PROJECT

SEPTEMBER 14, 1971

Conducted by

The Division of Educational Research and Services
University of Montana
Missoula

1. THE GENERAL CONTENT OF THIS WORKSHOP WAS USEFUL TO ME.

SA - 7.2% A - 71.4% D - 21.4% SD - 0

2. THE RESOURCE PEOPLE WERE GENUINELY INTERESTED IN ANSWERING OUR QUESTIONS.

SA - 53.8% A - 46.2% D - 0 SD - 0

3. THE WORKSHOP SESSIONS WERE GIVEN ADEQUATE TIME FOR PRESENTATION AND DISCUSSION.

SA - 14.3% A - 85.7% D - 0 SD - 0

4. THE WORKSHOP WAS CONDUCTED IN A WELL ORGANIZED FASHION.

SA - 14.3% A - 64.3% D - 21.4% SD - 0

5. THE PRESENTATION ON THE AGRISEARCH PROJECT PROVIDED USEFUL INFORMATION WHICH IMPROVED MY KNOWLEDGE OF THE CAREER EDUCATION PROJECT.

SA - 38.5% A - 38.5% D - 15.4% SD - 7.6%

6. THE PRESENTATION ON THE VIEW PROJECT PROVIDED USEFUL INFORMATION WHICH IMPROVED MY KNOWLEDGE OF THE CAREER EDUCATION PROJECT.

SA - 7.1% A - 78.6% D - 14.3% D - 0

7. THE PRESENTATION ON EVALUATION PROVIDED USEFUL INFORMATION WHICH IMPROVED MY KNOWLEDGE OF THE CAREER EDUCATION PROJECT.

SA - 7.2% A - 50.0% D - 35.7% SD - 7.1%

General Evaluation of Workshop

1. In response to the question, "What did you like best about this workshop?"

the following comments were received:

"Business was taken care of without a lot of high-powered-nothing thrown in."
"It was informative and nice to know something is being planned and initiated in career education."
"The sincere approach of the people conducting the workshop."
"New information from Max."
"Max Amberson's presentation."
"Dr. Amberson's presentation."
"Information on the View Project."
"Dr. Amberson enlighting us on some of the findings about career education."

2. In response to the question." What did you like least about this workshop?"

the following comments were received:

"Mass of data with no attempt to put it into cryptic useful."
"Statistical information not clear ..."
"Could have used a little more time."
"Tried to cover too much in a short time."
"I'm still not sure what this will do, and relate to the classroom and student."

3. In response to the question, "Suggestions for improvement of future workshops for in-service education," the following changes were suggested:

"Style, we need conclusions, implications, trends, significant changes. I see none. I simply do not see rationale for entire project in terms of significant manpower needs and changes!"
"Use of follow-up information as soon after the workshop as possible."
"Would be nice to hold them from 1:00 to 5:00 instead of in the evening."
"Didn't try to cover too much material."
"Feed-back from area ag-teachers and counselors on their community's needs for post-high school programs."
"Don't have one until there is more information available."
"Tell us how for my answer of #3."

4. Other comments.

"All in all, the workshop did what was stated as its objective at the start."
"I feel Max is missing one point on his production ag-survey information. This is the 'attitude' of farmers and ranchers toward their hired help. Most treat their help as an outsider and inferior person, and often with good reason. I feel in doing research and putting out information, this situation should be considered and something done about it."
"If this program was presented to a high school class they would have been 'bored' to death."

A substantial majority, 79%, felt the content of the workshop was useful and 100% indicated the resource people were responsive to the questions asked by the participants. The time allotted for the in-service workshop apparently was adequate and the general organization was satisfactory with 79% in agreement. The presentations on the agrisearch and VIEW projects received strong agreement that the information improved knowledge of the Career Education Project, and the evaluation presentation received a 57% agreement in this category. Participants indicated that the things they liked best included Dr. Amberson's information, and the sincerity of all who presented and organized the workshop. Things liked least included the statistical data explanation and the lack of time to really discuss critical areas.

Some suggestions offered to improve future workshops were: follow-up information, scheduling the time from 1:00 to 5:00 instead of evenings, need for feedback from area agricultural teachers and counselors on their community's needs for post-high school programs, and not having more workshops until more information is available. In summary, it seems fitting to quote one comment recorded on the evaluative questionnaire: "All in all, the workshop did what was stated in its objective at the start."

On February 6, 1973, a "Career Education Workshop" was held at the Vo-Tech building in Great Falls for personnel from each project school. Career education personnel from Helena, Roger Bauer and Glenn Thomas, conducted an outstanding workshop on effective communications and exploration of careers techniques. The participant evaluation, subjectively given, was excellent and much new information on improving career education was gained. An outline of this workshop follows:

CAREER EDUCATION WORKSHOP

Date: February 6, 1973

Time: 9:00 - 3:00

Place: Great Falls Vo-Tech Center

Conducted for the Ag Research Project schools - Belt, Cascade, CMR, Fairfield, Fort Benton, GFHS, and Simms.

Specifically, three staff members from each school invited. Each school pick the people to attend and of course all administrators are invited. The Ag Research Project will reimburse each school for the necessary substitute wages for three people, pay for the noon meal, and pay mileage for one car from each out of town school.

The Helena Career Education project personnel will conduct this workshop, namely: Roger Bauer, and Glenn Thomas.

The purpose of the workshop is to acquaint the participants with career education concepts, show them how Helena is implementing their program, allow some "hands-on" experiences with career educational materials, and discuss the various types of career education programs during a summary and question and answer period.

TENTATIVE PROGRAM

9:00 - 9:05 -	Introductions
9:05 - 9:45 -	Career Education Concepts, Roger Bauer
9:45 - 10:00 -	Coffee Break
10:00 - 11:00 -	Review of Helena's program, Glenn Thomas
11:00 - 12:00 -	Communication and Work, Roger Bauer
12:00 - 12:45 -	Noon Break
12:45 - 2:00 -	Mobile Grouping, Glenn Thomas
2:00 - 2:15 -	Coffee Break
2:15 - 2:45 -	Career Education Planning and Summary, Roger Bauer
2:45 - 3:00 -	Questions and Answers, Roger Bauer and Glenn Thomas
3:00 - -	Adjourn

Referral sources were identified by the Career Awareness Project Coordinator and documented in the manuals already discussed in this report. Occupational libraries were treated in the counselor's evaluation of the Career Awareness Program. Three questions were asked:

1. In reply to, "How has your occupational library been improved as a result of the Career Awareness Program?" counselors made these replies:

   "Yes, notebooks on career education for grades K-6, 10-12; Handbook on Job Facts; OEK Kit."
   "Yes."
   "Yes, to some degree."
   "Was already in progress."
   "Yes, OEK; Job Experience Kit; Career Education Program K-12."

2. Responses to the question, "As a result of the Career Awareness Program have you seen increased student demand for occupational library materials?" indicate some impact has been made. Responses were as follows:

   "Yes, we purchased a "reader." (VIEW card reading machine)
   "No, no real impact."
   "It helps supplement our program."
   "Yes, these materials were used in a career class of 25 boys."
   "Yes."
   "We have become more aware of this need and have initiated some programs in a few classes."

3. Replying to, "What is planned for the improvement of your school's occupational library in the 1973-74 school year?" counselors indicated more emphasis is planned:

   "Continuation of regular budget of about $300."
   "Additional materials for reading and viewing."
   "We have been assured materials will be available from the Vo-Tech Center next year."
   "Continuation of what we have and updating of these materials with increased emphasis on careers by field."

Overall, there seems to be an expansion of occupational libraries as a result of the project. Tours of business and industries were conducted sporadically and ranged from as many as seven in one school to none in others.

The work experience program being conducted and instigated in most of the schools provides some exposure to business and industry, but does not provide the general exposure all students can receive if planned tours are conducted.

Counselor Evaluation of Career Awareness Program

The Division of Educational Research and Services designed the following questionnaire to solicit data relative to the impact of the program. Each of the counselors was asked to evaluate the availability of materials, student use of materials and related areas, and desirability of purchasing materials. Also, counselors were asked to evaluate the efforts of the program and coordinator. The evaluative instrument and results are given on the following pages.

CAREER AWARENESS PROGRAM
Mr. Jack Scott, Coordinator
Great Falls Vo-Tech Center
Great Falls, Montana

Name _____

Position _____

School _____

Date _____

COUNSELOR EVALUATION

developed by

The Division of Educational Research and Services
Dr. Lyle L. Berg, Director
University of Montana, Missoula

	Occupational Exploration Kit (SRA)		Guidance Associates Film Strips		Life Career Game (Western Publishing)		Job Experience Kit (SRA)	
1. The following materials were available for student use throughout the 1972-73 year.	5 Yes	1 No	7 Yes	0 No	7 Yes	0 No	7 Yes	0 No
2. Student use of this item would be considered intense.	4 Yes	1 No	3 Yes	3 No	2 Yes	3 No	3 Yes	2 No
3. Was adequate time provided for student use of this item?	4 Yes	1 No	6 Yes	1 No	5 Yes	2 No	5 Yes	2 No
4. Do you feel this item should be purchased for your school for student use?	5 Yes	1 No	4 Yes	1 No	4 Yes	1 No	4 Yes	2 No
5. (a) Was this item housed in an area of the school readily available to students?	6 Yes	0 No	5 Yes	0 No	6 Yes	0 No	7 Yes	0 No
(b) Where was it housed?	no comments							

7 Yes 0 No 6. Were the Career Awareness Project materials, supplied by the Project Coordinator, organized for student use?

6 Yes 1 No 7. Were the Career Awareness Project materials, supplied by the Project Coordinator, in sufficient numbers for your use?

7 Yes 0 No 8. Was an adequate sample of occupational fields represented in the materials supplied your school?

3 Yes 4 No 9. Do you feel there was an exceptional emphasis put on agricultural related occupations? Comment: no comments

2	3		
Yes	No	10.	The Career Educational Information Kit, provided each teacher was used in the classroom by the teachers of your school to advance the career education concept.
2	4		
Yes	No	11.	Did a majority of teachers in your school use the Career Cluster Booklet to advance the career education concept?
6	0		
Yes	No	12.	The "Job Hunting Clinic" material, supplied by the Project Coordinator, will be useful in developing, organizing and conducting such activities in your school.
5	2		
Yes	No	13.	Were the Career Cluster Posters displayed in a location for maximum student accessability?
5	0		
Yes	No	14.	The Handbook of Job Facts (SRA) supplied by the Career Awareness Coordiantor has been an excellent resource for counselor-student use.
6	0		
Yes	No	15.	"Succeeding in the World of Work" textbook is an excellent resource for teacher use in advancing career awareness concepts.
2	3		
Yes	No	16.	"Youth Opportunities in Agri-Business" by FV Company has had wide use with your vocational agriculture students.
1	4		
Yes	No	17.	"New Careers in Agriculture" by Vocational Education Productions has had wide use with your vocational agriculture students?
2	3		
Yes	No	18.	"Ecology and Agriculture" by Vocational Education Productions has had wide use with your vocational agriculture students.
4	2		
Yes	No	19.	Did your school take part in the "Exploratory Work Experience Program"?
3	0		
Yes	No	20.	If you did take part in the "Exploratory Work Experience Program", do you feel that it is beneficial to the student?

<u>Training Programs and Career Awareness Project</u>

5	0		
Yes	No	1.	Do you feel the Youth Career Conference held at Simms March 23, 1973, had a positive impact with your students?
4	2		
Yes	No	2.	Do you feel it should be expanded to include more occupations?
5	2		
Yes	No	3.	Do you feel more time should be provided for such conferences?
4	1		
Yes	No	4.	Do you feel such a conference should be conducted an entire school day?
7	0		
Yes	No	5.	Do you feel the Career Awareness Project of the Great Falls Vocational Technical Center has been beneficial to your school?
6	1		
Yes	No	6.	Would you like to see this project continued?

7 Yes 0 No 7. Would you like to see this project expanded for more intense student participation?

3 Yes 4 No 8. Have you developed an in-service training program on career education for your school staff?

Placement

1. Has the placement information, provided by the Career Awareness Project been helpful in counseling students on:

4 Yes 3 No (a) Initial job placement?

6 Yes 1 No (b) Post secondary-vocational training?

4 Yes 3 No (c) BA-BS training program?

2 Yes 5 No 2. Has your school, as a result of activities and input by the Career Awareness Project, developed a placement process?

3 Yes 0 No 3. If your school already has a placement process for your students, has the Career Awareness Project helped improve these services?

6 Yes 0 No 4. Would you like to see more emphasis placed on placement in a continuation of the Career Awareness Project?

6 Yes 0 No 5. Was the booklet "Agri-Business Job Description" useful in providing placement information to the students?

Tours

If your school provided opportunities for industrial and business tours please respond to the following:

4 Yes 0 No 1. Were you able to talk to the workers concerning skills necessary for each job?

4 Yes 0 No 2. Was the management cooperative and willing to visit with students?

2 Yes 2 No 3. Was classroom discussion of the tour conducted as a follow-up procedure?

0-7 4. Estimate the number of tours your students attended.

An additional question was asked as a means of gaining further insights for improving the project in the future. Counselors were asked to, "State your ideas, feelings, etc. on the Career Awareness Program which were not covered in this questionnaire." The following responses were given:

"The coordinator of this project was a valuable assistant to us in expanding and adding to the improvement of our career education curriculum."
"Jack Scott did an excellent job of bringing materials and information to our school. I believe the program should be expanded into the elementary grades. It is almost too late at junior-senior high school."
"We need more programs which include some type of in-service program for teachers."
"The Career Awareness Program helped me as a counselor immensely as it provided me with ideas and materials that I would not have had time to obtain or use. The exploratory work program in our school would not have been a reality without the help of Jack Scott."
"Of some value, but would like to see some major revisions if there is money to continue such a program."
"The workshops with the exchange of ideas and programs was particularly helpful. The use of resource people for our faculty's benefit would be very helpful in informing our teachers of the need for career education."

Interviews with School Counselors by the D.E.R.S.

On May 1-2, 1973, Dr. Don Hjelmseth, Division of Educational Research and Services; and Mr. Jack Scott, Project Director, visited counselors and other personnel in each project school. The purpose of the visit was to observe the physical environment of the vocational counseling program, see career planning materials and libraries, view the vocational-agricultural and distributive education programs, and interview the counselor. Counselors responded to the interview questions as follows:

1. "If you had $500, which materials supplied or previewed as a result of the Career Awareness Project would you purchase?

"The S.R.A. Occupational Kit because it has good transportability. Also a Vantage machine for the VIEW materials."
"The S.R.A. Occupational Kit, VIEW machine and materials, Life Occupations Game, and Job Hunting Clinic materials for each student."
"Occupational Exploration Kit."

"Career Awareness Notebooks for grade levels, Occupational Exploration Kit, Life Career Game, Job Exploration Kit."
"Chronical Guidance Materials, Life Career Game, Guidance Associate Film Strips, and consumable materials for a career education program."
"Guidance Associates Film Strips."
"Occupational Exploration Kit or Chronical Guidance Materials."

2. "Do you feel more in-service training for counselors and administrators should be a part of this program?"

"It has to be or career education 'ain't' going to go."
"Essential but requires constant follow-up throughout this year."
"Yes, also teachers working in this area."
"Yes, need more information from outside and also it would enhance classroom teacher acceptance if in-service were held."
"Yes, for counselors and staff."
"More in-service by other staff."
"Yes, particularly with teachers."

3. "How would you improve the Career Awareness Conference held at Simms?"

"The kids were well informed as a result of the Simms conference and it should be expanded."
"New approaches should be taken for the military--space might be provided and not just hallways."
"Should be repeated but watch results of students' reactions on some of the speakers. Some specialists re-phrased, verbatum, data easily found in college catalogs. Students wanted real meat of occupational difficulties in teaching and health services."
"Should not have been held on a Friday night. Should be held during a weekday."
"Scheduling on Friday or Saturday night between football and basketball seasons."

4. "Overall, do you think the students are aware of career data as a result of this effort?"

"Nine hundred of our students have been touched by one counselor in our high school."
"Yes, using materials in the career education classroom curriculum."
"Definitely and the work experience program would not have been developed had not Jack Scott supplied the necessary format and operational procedures."
"Yes, Jack (Scott's) efforts have been good, and data gathering on part of the counselor is underway and planned to be incorporated (into career education curriculum) in the future. Good sources from Jack's office."
"Yes, definitely. Exposure opportunities high."
"Three of our staff have helped with the program and an effort has been made to help kids."
"Limited, but somewhat."

5. "Do you feel occupational tours are essential and if so, do you feel more effort should go into coordinating these ventures?"

"This is being done by departments in our school."
"Should be allowed so a student gets two to three choices throughout the year."
"Yes, these are educational but can be excessive if not planned."
"Yes, if preparations and follow-up exist."
"Yes, and particularily if exposed to post-educational facilities and some businesses."
"Preparing and follow-up essential."
"Yes, on-site visitations are good."

6. "Do you think a budget commitment will be made to improve the occupational libraries?"

"Yes."
"Asking for things, but don't know as yet."
"There is commitment based on merit of materials."
"Yes, asked for Occupational Exploration Kit."
"Asked for a VIEW machine plus film strips and cassette."
"Through the guidance budget of $500 which is $200 more than 1st year."
"Waiting to see if Career Awareness Program goes into the elementary schools."

Degree to which objective was met as formulated by the evaluation team:

6	(5)	4	3	2	1
Exceptionally Well Done	Well Done	Satisfactorily Done	Poorly Done	Unsatisfactorily Done	Not Done

SUMMARY

The Agricultural Research and Program Development Project (Career Awareness Project) under the direction and coordination of Mr. Jack Scott has met the project objectives satisfactorily or better in most instances. Where efforts to meet an objective were short of desired achievement; lack of time, staff, and budget were the reasons.

There was an abundance of materials and media researched by the coordinator for eventual distribution or preview, and the Career Conference for Project High School students held at Simms in March 1973 must be considered an outstanding achievement of the project. The in-service training and information sessions, while excellently put together and carried out, should have been increased in number as teachers, counselors, and administrators need more exposure to career education concepts and implementation procedures. There was no exceptional student use of agricultural-related career information according to the counselors. Reasons for this are not apparent and should be investigated. Placement activities appear to be in a fledgling state but the Career Awareness Project has had a positive impact in moving the smaller schools into a realistic program of placement. Counselors from six of the seven project schools indicated they would like to see more emphasis given to placement in a continuation of the Career Awareness Project. Organizing tours and work experience programs were given impetus as a result of the project and these efforts will continue according to conversations with the counselors during the on-site interviews in May 1973.

A general feeling of support for the project and objectives was voiced by counselors, teachers, and administrators during the school visitations. Equally

apparent was the hope that the project could be funded and implemented in 1973-74. Many felt the objectives would be implemented to a higher degree if continuation existed.

The Division of Educational Research and Services feels the project coordinator fulfilled the expectations to the best of his ability and devoted much in talent, energy, and innovations to bringing the project to its present state. Students of the participating schools have, in many cases, had initial exposure to career exploration and education as a result of the Career Awareness Project. The project coordinator, school counselors, school staff, and administrators are to be commended for providing this program in career awareness.

A P P E N D I X A

CAREER EDUCATION PROJECT MATERIALS

CAREER EDUCATION PROJECT MATERIALS

1.	Dare to be Different	C/F
2.	Your Personality: The You Others Know	C/F
3.	Failure: A Step Towards Growth	C/F
4.	Jobs & Gender	C/F
5.	Job Hunting: Where to Begin	C/F
6.	On the Job: Four Trainees	C/F
7.	Liking Your Job & Your Life	C/F
8.	Why Work At All?	C/F
9.	Trouble at Work	C/F
10.	A Job That Goes Someplace	C/F
11.	Preparing for the Jobs of the '70's	C/F
12.	Four Who Quit	C/F
13.	What You Should Know Before You Go To Work	C/F
14.	Dropping Out: Road to Nowhere	C/F
15.	Jobs for High School Students	C/F
16.	Preparing for the World of Work	C/F
17.	Choosing Your Career	C/F
18.	Getting and Keeping Your First Job	C/F
19.	If You're not Going to College	C/F
20.	An Overview of Technical Education	C/F
21.	Your Job Interview	C/F
22.	High School Course Selection & Your Career	C/F
23.	How to Succeed in High School: By Trying	C/F
24.	Should You Go to College?	C/F
25.	Ag Career - Set	C/F
26.	Con-Agri Slide Filmstrip Ser	S/F
27.	Succeeding in the World of Work Set	Book Set
28.	Succeeding in the World of Work	Book
29.	Life Career Game	Pkg. Box
30.	Life Career Game	Pkg. Box
31.	Life Career Game	Pkg. Box
32.	Handbook of Job Facts	Book
33.	Handbook of Job Facts	Book
34.	Occupational Outlook Handbook	Book
35.	Occupational Outlook Handbook	Book
36.	Counselor's Information Briefs	Hard Cover Collection
37.	Career Information Kit	2 Drawer Metal File
38.	Occcuptional Exploration Kit (O.E.K.)	Pkg. Box
38.	Occupational Exploration Kit (O.E.K.)	Pkg. Box
39.	Job Experience Kit	Pkg. Box
40.	What to do After H.S.	Book
41.	Emotional Problems of Growing Up	Pam.
42.	You & Your Childs Career	Pam.
43.	Seven Steps to Finding Your Place	Pam.
44.	A Career Conference for Your Community	Pam.
45.	A "Starter" File of Free Occupational Literature	Pam.
46.	Cooperative Education Coordinators Handbook	Pam.
47.	Planning & Conducting Cooperative Occupational Experiences in Off-Farm Agricultural Occupations.	Pam.
48.	Preparing Students for Non-Farm Agricultural Occupations	Pam.
49.	Our World of Work	Pam.
50.	Career Education: A Handbook for Implementation	Booklet
51.	Career Education: What it is & How to do it	Book
52.	Career Guidance: Who needs it, Who Provides it, Who can Improve it	Pam.
53.	The Youth Labor Market	Pam.
54.	Directory of Montana Post Secondary Vo-Tech Ed.	Dir.

55.	Selected Lessons for Teaching Off-Farm Ag Occup.	Book
56.	Careers in Agri Business & Industry	Book
57.	A Study Guide for Placement-Employment in Agricultural Business & Industry	Guide
58.	Synopses of Selected Career Education Programs	Pam.
59.	The Cluster Concept Program as an Approach to Voc. Education at the Secondary School Level	Pam.
60.	The Job-Cluster Concept & its Curricular Implications	Pam.
61.	Innovations in Vocational Guidance: A National Cojpenduim	Pam.
62.	Vocational Education & Career Bullentin Board Ideas	Pam.
63.	Vocational Information Program NMC 1971	Pam.
64.	CAPES (Career Awareness Programs for the Elementary Schools)	Pam.
65.	A Program of Career Development in Portland Public Schools	Pam.
66.	A Guideling for Career Awareness	Pam.
67.	A Tentative Framework for Development Comprehensive	Pam.
68.	Career Education in Oregon	Pam.
69.	Career Education in Arizona	Pam.
70.	Career Education Philosophy & Goals	Pam.
71.	Career Development K-12, North Dakota	Pam.
72.	Occupational Cluster Guide, Agriculture, Oregon	Pam.
73.	Vocational Guidance & Employment-N.J.	Pam.
74.	Team Approach to Vocational Guidance Through the Curriculm	Pam.
75.	A K-12 Guide for Integrating Career Development into Local Curriculm (excerpts)	Pam.
76.	Vocational Decision Making - Florida	Pam.
77.	Helena Career Education Program (excperts)	Pam.
78.	Career Education: Descriptions & Goals _U.S.O.E.	Pam.
79.	Career Education in the Environment	Booklet
80.	Agri-Industry - Fort Benton	Pam.
81.	The St. Louis Career Education Plan	Pam.
82.	Vocational Instructional Materials for Agriculture available form Federal Agencies	Pam.
83.	Sources of Occupational Information for Counselors, Teachers, School Librarians & Students	Pam.
84.	Steps Beyond High School - Oregon	Pam.
85.	Vocational Education: Innovations Revolutionize Carer Training	Pam.
86.	Ohio Agricultural Education Program	Pam.
87.	Choose Your Career in Agruculture	Pam.
88.	Career Guidance, Counseling, & Placement	Pam.
89.	Careers in Agricultural Communications & Marketing	Pam.
90.	A Suggested Teaching Procedure for Instruction of Careers in Agricultural Occupations	Pam.
91.	Current Rural Manpower Service Programs Activities	Pam.
92.	Project WERC Resource Book	Pam.
93.	Guidelines for the Preparation Evaluation of Career Information Media	Pam.
94.	Career Information System - User's Handbook	Pam.
95.	What Hat Will Your Child Wear?	Pam.
96.	Career Exploration - Graphic Arts	Pam.
97.	Writing Objectives: A Summary	Pam.
98.	K-12 Guide for Integrating Career Development into Local Curriculam	Pam.
99.	Montana Manpower	Booklet

A P P E N D I X B

HUMAN RESOURCE BANK

HUMAN RESOURCE BANK

An Agri-business Listing of People Interested in Helping Teachers and Students Learn About Careers.

Agricultural Research Project
Jack Scott, Coordinator
February 20, 1973

This booklet contains a listing of Agri-business people in this area, as well as several other groups of people that you may call upon as a resource pool to help you in presenting career information to your students. Consider it as a starter list that you can add to from your own experience.

The people listed in the booklet will all be available to be used for such purposes as, speakers to your class, field trips to their place of business, individual job interviews, career day speakers, etc. If you wish to use the people, call and make an appointment with them, An explanation of what you would like them to do is necessary.

If you need help in contacting people and making arrangements for career presentations of any sort feel free to call Jack Scott at the Vo-Tech Center, phone number 761 5800, ext. 365.

HUMAN RESOURCE BANK

I. State Department

1.	Ben Ulmer	Director of Voc. & Occ. Skills	449 3126
2.	Del Gustin	Vocational Guidance Supv.	449 2060
3.	Basil Ashcraft	Agricultural Education Supv.	449 3126

II. Project Personnel

1.	Loran Frazier	Assistant Director, G.F. Vo-Tech	761 5800
2.	Carl Spinti	AssistantDirector, G.F. Vo-Tech	761 5800
3.	Jack Scott	Career Awareness Coordinator	761 5800

III. Administrators, Counselors, & Vo. Ag. Inst. at Project Schools

A. Belt

1.	Donald Strouf	Supt. of Schools	277 3344
2.	Michael Fleming	Counselor	
3.	Alden Irish	Vo-Ag Inst.	

B. Cascade

1.	Oscar Prestbo	Supt. of Schools	468 2267
2.	Bruce Allen	Counselor	
3.	Gary Romness	Vo-Ag. Inst.	468 2212

C. Fairfield

1.	Dick Mast	Supt. of Schools	467 2420
2.	John Kinna	Principal	467 2425
3.	Dave Blanc	Counselor	
4.	Roger Baker	Vo-Ag Inst.	

D. Fort Benton

1.	Bill Hoppes	Supt. of Schools	622 3213
2.	Dave Meissner	Principal	622 5112
3.	Ken Tintinger	Counselor, H.S.	
4.	Pat Flanagan	Counselor, Ele.	
5.	Gail Stensland	Vo-Ag Inst.	

E. Great Falls CMR

1.	James Bergene	Principal	761 5800
2.	Orvis Stenson	Dir. of Counseling	
3.	Donald Bedker	Counselor	
4.	Genevieve Bassett	Dean of Girls	
5.	Jerry Hatch	Dean of Boys	

E. Great Falls CVR (continued)

6. John Stefanoff	Counselor	
7. John Stehno	Counselor	
8. Rich Wooden	Counselor	

F. Great Falls High School

1. Bill Swarthout	Principal	761 5800
2. Lowell Hults	Dir. of Counseling	
3. Henry Dahmer	Dean of Boys	
4. Roger Lots	Counselor	
5. William Preuninger	Counselor	
6. Floyd Schlameus	Counselor	
7. Carol Seltzer	Dean of Girls	
8. Gary Turcot	Counselor	

G. Simms

1. Robert Madden	Supt. of Schools	865 2151
2. Gary Pace	Counselor	
3. Roy Knudsen	Vo-Ag Inst.	865 2141

IV. State Vo-Tech Centers

A. Billings	Raymond Heley, Director	248 7741
B. Butte	Maurice Driscoll, Director	792 4256
C. Great Falls	James H.Carey, Director	761 5800
D. Helena	William Korizek, Director	442 0060
E. Missoula	T.E. (Gene) Downey, Director	728 2400

V. Recruiters

A. Air Force	Ray Eckert	453 7302
B. Army	Steve Gratzer	453 8461
C. Marines	Bill Davis	452 4126
D. Navy	Ron Hill	453 3933
E. Air National Guard	David Lutz	453 3291
F. Army Reserve	James Mitchell	452 3633
G. Navy Reserve	Jim Sibert	452 3936

VI. Agri-business

A. Ag Supplies/Services - Businesses which provide supplies to farmers and ranchers and subsequently provide services needed to utilize these supplies. (e.g., Hardware, Feed Store, Fertilizer Plant)

1.	Arnold Siegle	Farifield Feed & Seed	467 2555
2.	Don Mero	Farmers Union Oil Co.,Sun River	264 3331
3.	Robert Konen	Greenfield Farmers Oil Co.	467 2516
4.	R.A. Nitschke	White Refrigeration Co.	453 4307
5.	Ray Chorike	Mont. Testing Laboratories, Inc.	761 8383
6.	Bob Brastrup	Mont. Wheat Research & Marketing	761 7732
7.	Gene Cady	National Farmers Organization	453 8791
8.	Jerry Wester	Greenfield Irrigation District	467 2626
9.	Dr. M.P. Doran	Great Falls Veterinary Service	453 1629
10.	Dr. Doug Armstrong	A & B Veterinary	965 3232
11.	Orrin E. Paulson	Montana Hatcheries	453 6833

B. Ag Mechanics - Businesses which sell and service agricultural power units, machinery and related equipment. (e.g., Farm Implement Dealer, Agricultural Mechanics Shop)

1.	L.C. Rice	International Harvester Co.	761 0414
2.	Denny Porter	G.F. Impl. Co. (John Deere)	761 8200
3.	Richard Cassutt	D. & J. Implement, Fort Benton	622 3724
4.	Jim Johnson	Farm & Ranch Equipment	453 1453
5.	John Ross	Melroe Div. of Clark Equip., F.B.	622 3344
6.	Howard Aztman	Green Line Implement, F.B.	622 5012
7.	Roy Meyer	Meyer Ditcher Co. Fairfield	467 2223
8.	Dale Johnson	Helena Vo-Tech Center	442 0060

C. Ornamental Horticulture - Businesses which produce, distribute, and utilize ornamental crops principally for ornamental or aesthetic purposes. (e.g., Nursery, Landscaping, Lawn and Turf Management)

1. Kenneth Roll	Fritz Roll & Sons	452 6946
2. Loy Ann Kolste	Kolste's Greenhouse	467 2242

D. Ag Resources - Businesses concerned with the principles and practices necessary to conserve and improve our natural resources. (e.g., ASCS, SCS, FHA, Banks)

1.	Oscar O. Pederson	SCS, Fort Benton	622 5232
2.	Earl Erickson	SCS, Great Falls	453 9077
3.	Roger Smith	FHA, Great Falls	452 1052
4.	Raymond Hahn	Federal Crop Insurance Corp., G.F.	761 1491
5.	Carl Wallace	Ag Stabilization & Cons. Comm.	452 1462
6.	Charles Penwell	Consumer & Marketing Service	453 5728
7.	Joe Morris	Cascade County Extension Office	761 6700
8.	Farm Loan Officers		
	James M. Ross	G.F. National Bank	727 3000
	John Davis	G.F. National Bank	727 3000
	Malcolm Adams	First National Bank	761 7200
	John Bink	First Westside Bank	454 2161
	Vic Hoxey	Montana Bank	761 1750
	Larry Bestwina	Village Bank	861 5335
	Clair Willits	Federal Land Bank Association	453 0363
9.	LeLand Cade	Montana Farmers Stockmen	453 7696
10.	Jed Devan	U.S. Fish & Wildlife Service	452 5031
11.	Bob Johnson	Bureau of Reclamation	452 6455
12.	Nels Thoreson	Fish & Game Department	454 3441

E. Ag Products - Businesses which assemble, sort, test grade, store and market farm and ranch products. (e.g., Elevator, Feed Mill, Dairy Processing Plant)

1.	Bob Collins	General Mills, Inc., G.F.	761 6252
2.	Frank Anderson	Peavey Co., Fort Benton	622 3661
3.	Ed Vasichek	Grain Terminal Association, G.F.	453 0381
4.	Albert Calkin	General Mills, Inc., Ulm	866 3211
5.	Vic Eisenman	Eisenman Seed Co., Fairfield	467 2521
6.	H.P. Brown	Great Falls Meat Co.	453 0341

F. Forestry - Businesses involved in the production, processing, management, and utilization of forest products. (e.g., Tree Farm, Sawmill, Wood Product Plant)

1.	Jim Anderson	Forest Service	453 7678

VII. Labor Organizations

1.	Bartenders Local No. 609	452 8722
2.	Butchers & Meat Cutters Local No. 479	452 4262
3.	Carpenter's Local Union No. 286	453 1301
4.	Hotel & Restaurant Employees Local No. 101	453 1091
5.	International Brotherhood of Electrical Workers Local 122	452 2162
6.	International Union of Operating Engineers No. 400	453 9444
7.	Laborers International Union of North America Local No. 273	452 3653
8.	Machinists No. 1064	452 4181
9.	Musicians Protective Union Local	452 3962
10.	North Central Montana Building Trade Council	452 2111
11.	Painters Local No. 268	452 0889
12.	Plumbers & Fitters Local Union 139	452 1973
13.	Retail Clerks Union No. 57	453 1781
14.	Sheet Metal Workers Local 246, Helena	442 4647
15.	Teamsters Union Local No. 45	453 7203
16.	United Steelworkers of America Local No. 16a	761 8626

VIII. Local, State, & Federal Organizations

1.	Max Amberson	Head, Dept. of Ag Ed., MSU	994 2132
2.	Bill Cady	Dir., Mont. Employment Office	761 1730
3.	Bob Beckman	Voc. Rehabilitation	454 1361
4.	Bob Scott	Bureau of Apprenticeship	452 1627
5.	Richard Perkins	Wage & Hour Compliance Officer	453 1332
6.	Bill Bush	Financial Aid Officer, CGF	761 8210
7.	Duane Roll	Librarian, G.F. Vo-Tech Center	761 5800
8.	James Whooley	Counselor, G.F. Vo-Tech Center	761 5800
9.	John Pannell	Information Referral Service	761 7261
10.	Bill Avery	Probation Officer	453 4461
11.	Jane Meyers	Public Rel., Deac. Hospital	761 1200
12.	Bob Mazur	Personnel Director, Columbus Hospital	727 3333
13.	Thaddeus E. Diebel	Dean, Vocational-Technical Div., NMC	
14.	Earl R. Hepler	Chairman of Vo-Tech Education, NMC	

IX. Miscellaneous - any people not listed under another heading.

1.	Leo McInerney	Three Rivers Telephone Coop., Fair.	467 2535
2.	Don Herman	J.C. Penney's, Great Falls	454 3421
3.	Rod Hanson	Sun River Electric Coop., Fairfield	467 2526

A P P E N D I X C

VOCATIONAL ORIENTATION OPPORTUNITIES

(Interview Schedule I)

VOCATIONAL ORIENTATION OPPORTUNITIES

(Interview Schedule I)

Firm name _____ Adress _____

Name(s) of person(s) contacted:

_____ Telephone _____

I. Main product or service of business or firm _____

_____

Position in firm of persons interviewed:

_____ Owner
_____ Owner manager
_____ Manager (hired)
_____ Other (specify) _____
_____ Purchasing
_____ Processing
_____ Warehousing and Storage

II. Business functions of firm (check all which apply):

_____ Manufacturing
_____ Service
_____ Construction
_____ Retail Sales
_____ Wholesale Sales
_____ Purchasing
_____ Processing
_____ Warehousing and Storage
_____ Other (specify) _____

III. Firm willingness to cooperate in a school-employer educational program:

Introductory preface:
A. Recently some schools in other states have reported successful programs of vocational training operated jointly by the district high school and local businesses. The school faculty members provide classroom instruction in basic business principles and procedure. On-the-job training is provided by local businessmen. The students upon graduation have the training, experience, and general qualifications to be profitable employees, in a specific business. They usually have been quickly hired in the particular business, frequently by the same firm which gave them student experience. As a businessman, how do you feel about participation in such a program (if it were in this community) in the following ways? (Check all that apply).

_____Not willing

_____Permit interested students to visit and observe operations

_____Employ interested students during vacation periods

_____Employ interested students on a part-time basis during school year

_____Employ interested students on a seasonal basis

_____Participate in a student work experience program a few hours during the school day on a non-pay basis

_____Participate in a student work experience program a few hours during the school day on a non-pay basis and a pay basis on weekends

_____Work with school personnel in authoring an educational program which would prepare persons for work in these occupations

_____Release key employees to assist teachers in providing instruction for high school students

_____Additional comments _____

_____

B. Problems anticipated by employer in employing high school students (or participation in educational work experience programs):

_____Liability insurance

_____Labor union regulations

_____Time involved in training employees or paticipation in cooperative work experience programs

_____Selection of student trainees

_____Other (specify)_____

_____Additional comments_____

_____

A P P E N D I X D

CAREER CONFERENCE PLANNING COMMITTEE MEETING LETTER

GREAT FALLS VOCATIONAL-TECHNICAL CENTER
1015 FIRST AVENUE NORTH — P. O. BOX 2969
GREAT FALLS, MONTANA 59403

December 22, 1972

TO: Project Counselors
FROM: Jack Scott
RE: Career Conference planning committee meeting

Enclosed is a copy of the Career Conference Questionnaire that will be used to assess the interests of the students concerning a choice of careers. Please duplicate this questionnaire and give it to your students around January 3rd. Include all high school students if you wish. I suggest that you give it to them all at once and have it returned during the same time period so that you can summarize the results without delay.

There will be a Career Conference planning committee meeting in Simms on January 10th at 7:30 p.m. We would like to have three or four persons from each school at this meeting in order to get your help and suggestions in planning the Career Conference. Membership in your group could be made up from the administration, counseling staff, vocational teachers, interested teachers, and students.

The project will be able to pay mileage for one car from each school and the mileage forms will be handed out at the meeting. Please come to the meeting and bring the results of the questionnaire with you.

Sincerely,

Jack Scott

Jack Scott
Career Awareness Coordinator
Great Falls Vo-Tech Center

JS:bj

enc.

A P P E N D I X E

CAREER CONFERENCE QUESTIONNAIRE

CAREER CONFERENCE QUESTIONNAIRE

To help you in preparing for your life's work, we are planning a community career conference. We are interested in knowing whether you care to attend such a conference, and also what careers you may like to hear discussed.

Please check: Will you attend a career conference if you have a chance to discuss with experts the careers in which you are interested? Yes___ No___.

If "yes," please look over the following list of occupations. Which career discussion would you like to attend? Place a 1 before your first choice, a 2 before your second choise, and a 3 before your third choice.

Accountant

Advertising & public relations

Agriculture - Agri-business

Airline related

Artists - all areas

Banking

Beautician

Building trades

Chemist

Civil service - federal & state

Clerical & secretarial

Construction machinery operators

Counselor

Data-processing

Electronics

Engineer

Florists

Forestry & related

Health careers

Law enforcement

Home economist

Insurance

Journalist & publisher

Lawyer

Librarian

Lineman

Mechanical trades

Mid-management

Printing trades

Psychologist

Physical scientist

Radio & television

Retailing

Routeman - delivery truck

Sales work

Serviceman, home appliance

Social worker

Teacher

Veterinarian

Food services

Other, not included in this list (specify)

*_____

Name_____

School_____

Grade_____

APPENDIX F

STUDENT EVALUATION FORM

BEST COPY AVAILABLE

AREER AWARENESS PROGRAM
Mr. Jack Scott, Coordinator
Great Falls Vo-Tech Center

YOUTH CAREER CONFERENCE
Simms High School
March 23, 1973

Student Evaluation

Name _____

High School _____ Grade _____

The following sessions were conducted:

(1) Accountant
(2) Agriculture/Agri-Business
(3) Airline and Related
(4) Artist
(5) Beautician
(6) Building Trades
(7) Chemist
(8) Civil Service
(9) Clerical and Secretarial
(10) Construction Machinery Operators
(11) Data Processing
(12) Electronics
(13) Engineer
(14) Florist
(15) Forestry
(16) Health Careers
(17) Law Enforcement
(18) Lawyer
(19) Home Economics
(20) Mechanical Trades
(21) Psychology
(22) Radio-TV
(23) Routemen-Delivery Truck
(24) Sales
(25) Social Work
(26) Teacher
(27) Veterinarian

valuation of the sessions you attended requires a few minutes of your time. This information will help us in planing future career conferences. DIRECTIONS: Please draw a circle around the number indicating your evaluation f items listed below. A circle around 1 indicates "excellent" performance; a circle around 2 indicates "good" erformance; a circle around 3 indicates "fair" performance; and a circle around 4 indicates "poor" performance.

essions you attended, by number, from the above 27 listed:	(A)____	(B)____	(C)____
. Was the nature of the career clearly described by the speaker(s)?	1 2 3 4	1 2 3 4	1 2 3 4
. The quantity of training required was clearly outlined?	1 2 3 4	1 2 3 4	1 2 3 4
. Were the personal qualities necessary for success clearly listed?	1 2 3 4	1 2 3 4	1 2 3 4
. Were wages and compensations sufficiently indicated?	1 2 3 4	1 2 3 4	1 2 3 4
. Difficulties in training within the career were adequately described? . . .	1 2 3 4	1 2 3 4	1 2 3 4
. Difficulties in placement within the career were adequately described? . .	1 2 3 4	1 2 3 4	1 2 3 4
. Difficulties in advancement within the career were adequately described? .	1 2 3 4	1 2 3 4	1 2 3 4
. Opportunities for workers in this vocation were adequately stated?	1 2 3 4	1 2 3 4	1 2 3 4
. The speaker(s) seemed well informed?	1 2 3 4	1 2 3 4	1 2 3 4
. The speaker(s) presented a well organized talk?	1 2 3 4	1 2 3 4	1 2 3 4
. The information obtained at this session was helpful in my career planning?	1 2 3 4	1 2 3 4	1 2 3 4